



# Route map through learning, teaching and assessment

## Course: Gaelic (Learners)

## Level: Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Gaelic (Learners).

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials are not intended to constrain staff, hence are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Gaelic (Learners). Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Gaelic (Learners). These links are followed by a sequential list of the key guidelines, advice and support for the Higher Gaelic (Learners) **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

## Useful links for learning and teaching Higher Gaelic (Learners)

**Education Scotland NQ Course Materials** (Glow login and password required)

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/gaeliclearners/index.asp>

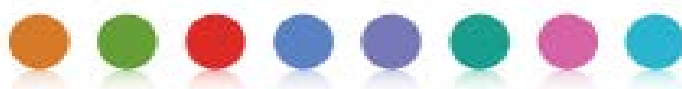
**SQA course and unit support notes providing advice and guidance on learning and teaching**

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_Languages\\_GaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_GaelicLearners.pdf)

**National Assessment Resource** (login and password required)

Materials that inform planning for learning, teaching, moderation and assessment.

<https://www.narscotland.org.uk/>



**Stòrlann**

Co-ordinates the production and distribution of curriculum resources for Gaelic education.

<http://www.storlann.co.uk/beurla/resources/>

**Bòrd na Gàidhlig**

Works to promote Gaelic and strives, in partnership with the Scottish Government, the people of Scotland and Gaelic organisations, to improve the status of the language.

<http://www.gaidhlig.org.uk/bord/en/our-work/education>

**Scotland's National Centre for Languages**

Provides information and advice on a range of languages.

<http://www.scilt.org.uk/>

**Scottish Association for Language Teaching**

Promotes the teaching of modern languages across the entire spectrum of Scottish life.

<http://saltlangs.org.uk/>

**Higher Gaelic (Learners) Course Content**

The main purpose of the Higher Gaelic (Learners) course is to develop the skills of listening, talking, reading and writing in order to understand and use Gaelic.

The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- listen, talk, read and write in Gaelic
- understand and use Gaelic
- develop the language skills of translation
- apply knowledge and understanding of Gaelic
- apply knowledge of Gaelic literature.

The course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read and write in Gaelic, and to reflect on how this relates to English.

Higher Gaelic (Learners) consists of two units, a coursework assessment and an external course assessment:

- **Understanding Language** (*reading and listening*)

[http://www.sqa.org.uk/files\\_ccc/CfE\\_UnitSpec\\_GaelicLearners\\_Higher\\_Understanding\\_Language.pdf](http://www.sqa.org.uk/files_ccc/CfE_UnitSpec_GaelicLearners_Higher_Understanding_Language.pdf)

There is a full package of unit assessment support available on the [SQA Secure](#) website for this unit. The package includes unit assessments for both combined and unit-by-unit approaches.

- **Using Language** (*talking and writing*)

[http://www.sqa.org.uk/files\\_ccc/CfE\\_UnitSpec\\_GaelicLearners\\_Higher\\_Using\\_Language.pdf](http://www.sqa.org.uk/files_ccc/CfE_UnitSpec_GaelicLearners_Higher_Using_Language.pdf)

There is a full package of unit assessment support available on the [SQA Secure](#) website for this unit. The package includes unit assessments for both combined and unit-by-unit approaches.

- **Coursework assessment – talking performance**

[http://www.sqa.org.uk/files\\_ccc/GAInfoHigherGaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/GAInfoHigherGaelicLearners.pdf)

Learners will be required to deliver a presentation in Gaelic on one of the four contexts (society, learning, employability or culture), followed by a conversation using more detailed and complex language. The conversation will follow on from the learner's initial presentation and **must develop** into **at least one** other context. The timings for the two parts of the course assessment are as before: 1½ to 2 minutes for the presentation, and 4½ to 6 minutes for the follow-up conversation.

### Unit assessment (*internal*)

Units are mandatory when taken as part of the full Higher Gaelic (Learners) course but they can also be standalone. Unit support notes follow on from the course support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_Languages\\_GaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_GaelicLearners.pdf)

### Requirements for the coursework assessment (talking performance)

The talking performance is **worth 30 marks in total**. Since the full award is graded out of 100 raw marks, this performance counts for 30% of the overall marks for the full course award.

The talking performance has two sections:

#### Section 1: Presentation (10 marks)

**Section 2: Conversation (20 marks)** of which 5 of the marks are allocated (*peg marked 5, 3 or 0*) for effective communication by using natural, detailed language (*for example performances where answers do not come across as scripted or rote learned, and where there are examples of natural pauses to allow for more spontaneous language to emerge*).

#### Presentation – 10 marks

Learners carry out a spoken presentation in Gaelic, using detailed language on a topic chosen from one of the four contexts: society, learning, employability or culture. Learners choose the topic and develop this into a short presentation of approximately 1½ to 2 minutes to allow demonstration of language resource, accuracy, pronunciation and intonation. Learners may refer to **up to five headings of no more than eight words** each as prompts during the presentation only, and/or use visual aids. These headings may be in **Gaelic or English**. They are to be used as prompts and not read out verbatim as part of the assessment.

The assessor will listen to the presentation and ask questions based on it in order to engage the learner in a conversation on the topic.

#### Conversation – 20 marks

Following the prepared presentation, learners will be required to take part in a conversation and to respond to some questions in Gaelic following on naturally from the presentation topic chosen. The conversation should last approximately 4½ to 6 minutes to allow learners to demonstrate their ability to take part in a conversation in Gaelic, using detailed language. **Learners may refer to other contexts if they wish**. The information to be exchanged will be mainly of a factual nature and will also include some ideas and opinions. Learners will also ask questions where appropriate.

Within this section marks will be available as follows:

- 15 marks for conversation (*peg marked 15, 12, 9, 6, 3 or 0*)
- 5 marks for effective communication by using natural, detailed language (*peg marked 5, 3 or 0*).

The performance should last approximately 6 to 8 minutes in total.

### Evidence retention for the performance

The following learner evidence is required for this assessment:

- an audio or video recording of the performance, which should be retained by centres for verification purposes
- an assessment record of the component grades for each learner and for each of the three peg-marked sections of the performance, completed by the assessor and retained by the centre.

### Suggested contexts

Page 32 of the following link provides staff with ideas of contexts appropriate to Higher.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_Languages\\_GaelicLearners.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Languages_GaelicLearners.pdf)

### External assessment (70 marks out of 100)

The external course assessment comprises:

- question paper 1: reading and directed writing
- question paper 2: listening and literature

#### Question paper 1 (reading and directed writing)

**Section 1 (reading and translation):** This section carries **30 marks**.

One text in Gaelic will be presented. Learners will provide responses (in English) on the texts to demonstrate understanding. Learners may use a dictionary. As with the previous Higher Gaelic (Learners) Reading paper, the last question will be a translation broken down into five sense units, each worth 2, 1 or 0 marks.

**Section 2 (directed writing):** This section carries **10 marks** (*peg marked 10, 8, 6, 4, 2, 0*).

Learners will choose from **one** of two scenarios, both of which contain four compulsory bullet points. Learners write 120–150 words. More details can be found through the following link to the specimen paper and accompanying marking instructions.

[http://www.sqa.org.uk/files\\_ccc/GaelicLearnersReadingandDirectedWritingSQPH.pdf](http://www.sqa.org.uk/files_ccc/GaelicLearnersReadingandDirectedWritingSQPH.pdf)

#### Question paper 2 (listening and literature)

**Section 1 (listening):** This section carries **20 marks**.

**Section 2 (literature):** This section carries **10 marks**.

More details can be found through the following link to the specimen paper and accompanying marking instructions.

[http://www.sqa.org.uk/files\\_ccc/GaelicLearnersListeningandLiteratureSQPH.pdf](http://www.sqa.org.uk/files_ccc/GaelicLearnersListeningandLiteratureSQPH.pdf)

### SQA Gaelic (Learners) points of change and areas of stability across National 5 and the new CfE Higher

[http://www.sqa.org.uk/sqa/files\\_ccc/H\\_Gaelic\\_Learners\\_Course\\_comparison.pdf](http://www.sqa.org.uk/sqa/files_ccc/H_Gaelic_Learners_Course_comparison.pdf)

## Verification

The verification process is intended to be supportive to staff.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across schools and is carried out by SQA.

Information on quality assurance can be found at <http://www.sqa.org.uk/sqa/58448.html>.

The following links will also support staff when preparing evidence for verification purposes, including prior verification, as well as internal and external verification:

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

[http://www.sqa.org.uk/sqa/files\\_ccc/Evidence\\_required\\_for\\_verificationevents.pdf](http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf)

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

## Results services

[http://www.sqa.org.uk/sqa/files\\_ccc/FA6669\\_SQA\\_Results\\_Services\\_A5\\_8pp\\_brochure\\_web.pdf](http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf)

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals service:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.